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Public attitudes towards social mobility and in-work poverty: Annex

Data tables

June 2013



Social Mobility &
Child Poverty
Commission

Social Mobility and Child Poverty Commission

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www.gov.uk/smcpc

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Definitions of social grade

Table 1. Sample Profile

	%
Gender	
Male	48
Female	52
Age	
16-34	31
35-54	35
55+	34
Social Grade	
AB	21
C1	34
C2	20
DE	23
Working Status	
Full time	37
Part time	12
Retired	25
In Education	7
Not working	19
Children (under 16) in Household	
Any	30
None	70
Tenure	
Own/ Mortgage	58
Rent/ Other	42

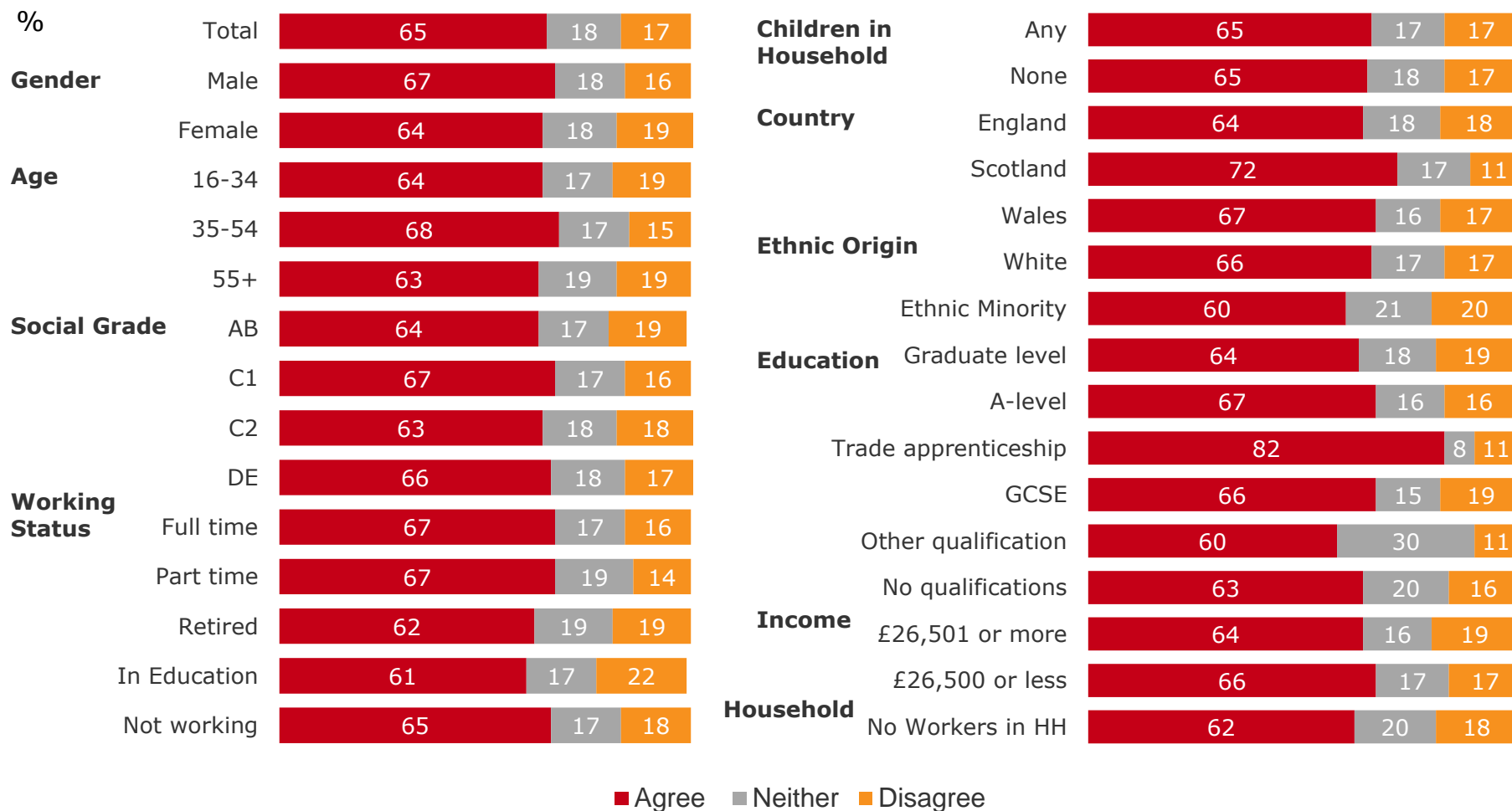
	%
Area	
Urban	84
Rural	16
Country	
England	86
Scotland	9
Wales	5
Ethnic Minority	
White	86
Minority Ethnic	13
Q.A level of Education (see appendix for definitions)	
Graduate level	31
A level	21
Trade apprenticeship	4
GCSE	26
Other qualification	3
No qualifications	14
Q.B Income	
Less than £5,000	15
£5,000 - £15,000	28
£15,001 - £26,500	21
£26,501 - £39,999	10
Over £40,000	6
Workers in Household	
None	34
1	31
2 or more	34

Base: All adults (2,227)

For education/qualification and social grade definitions see slides 18 and 19.

Table 2. Influence of 'who you know' on life chances

Respondents were asked: *To what extent do you agree or disagree with the following statement? In Britain today... 'who you know' matters more than 'what you know'*

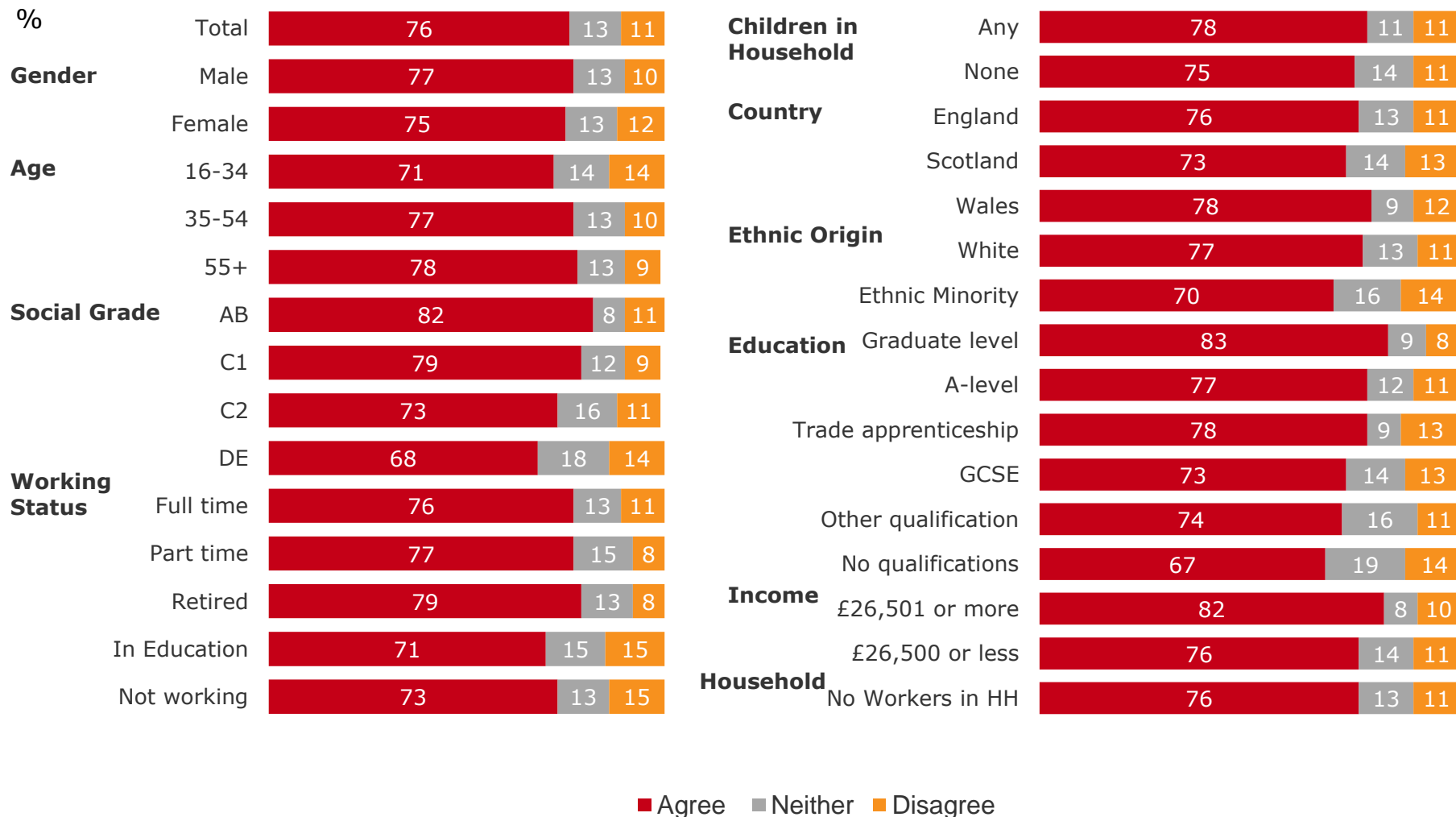


Base: All adults (2,272)

For education/qualification and social grade definitions see slides 18 and 19.

Table 3. Influence of family background on life chances

Respondents were asked: *To what extent do you agree or disagree with the following statement? In Britain today... family background significantly influences an individual's chances of doing well in life*

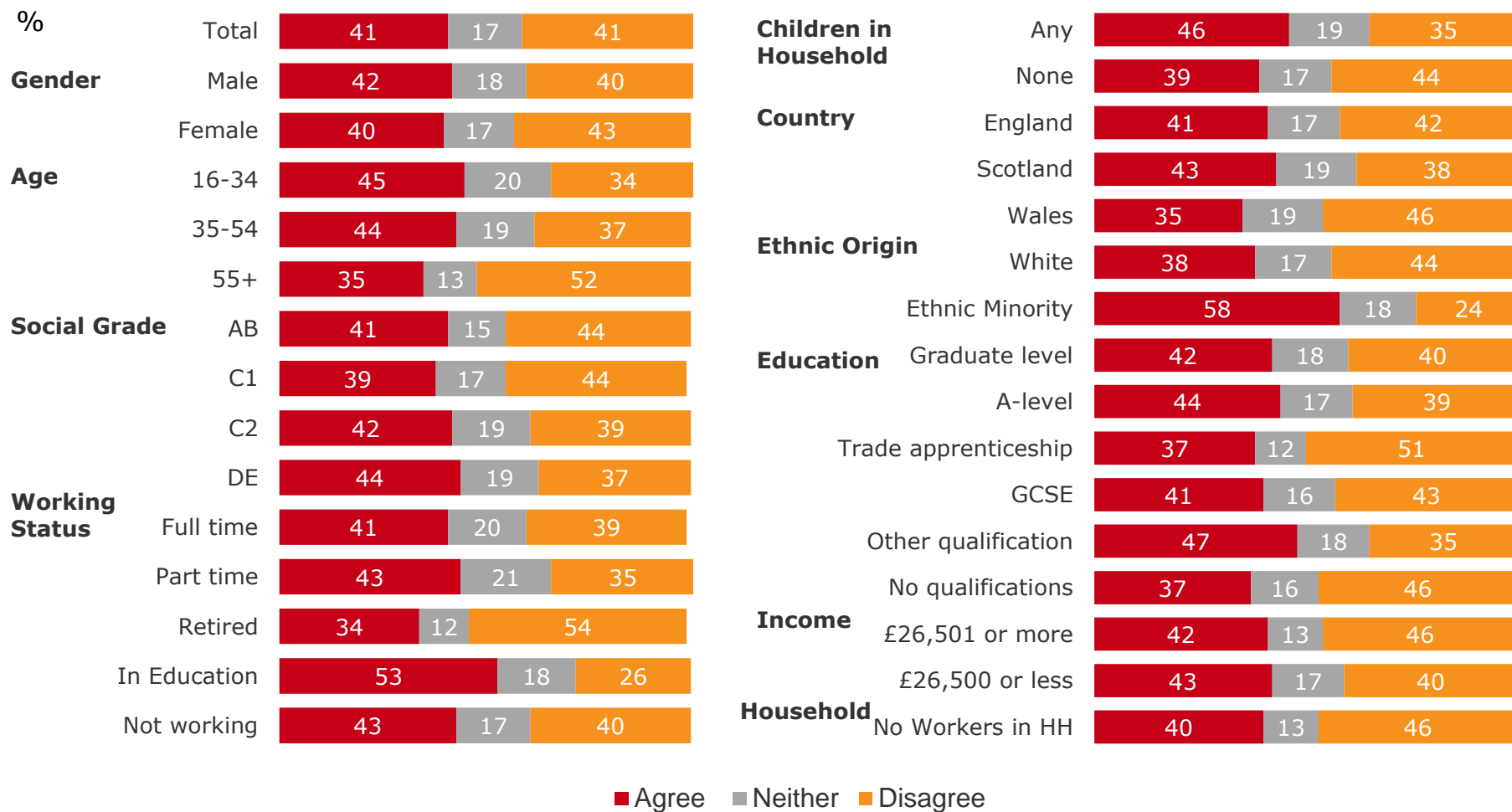


Base: All adults (2,272)

For education/qualification and social grade definitions see slides 18 and 19.

Table 4. Influence of parents' income on own life

Respondents were asked: *To what extent do you agree or disagree with the following statement? My parents' income when I was growing up has influenced where I have got to in life*

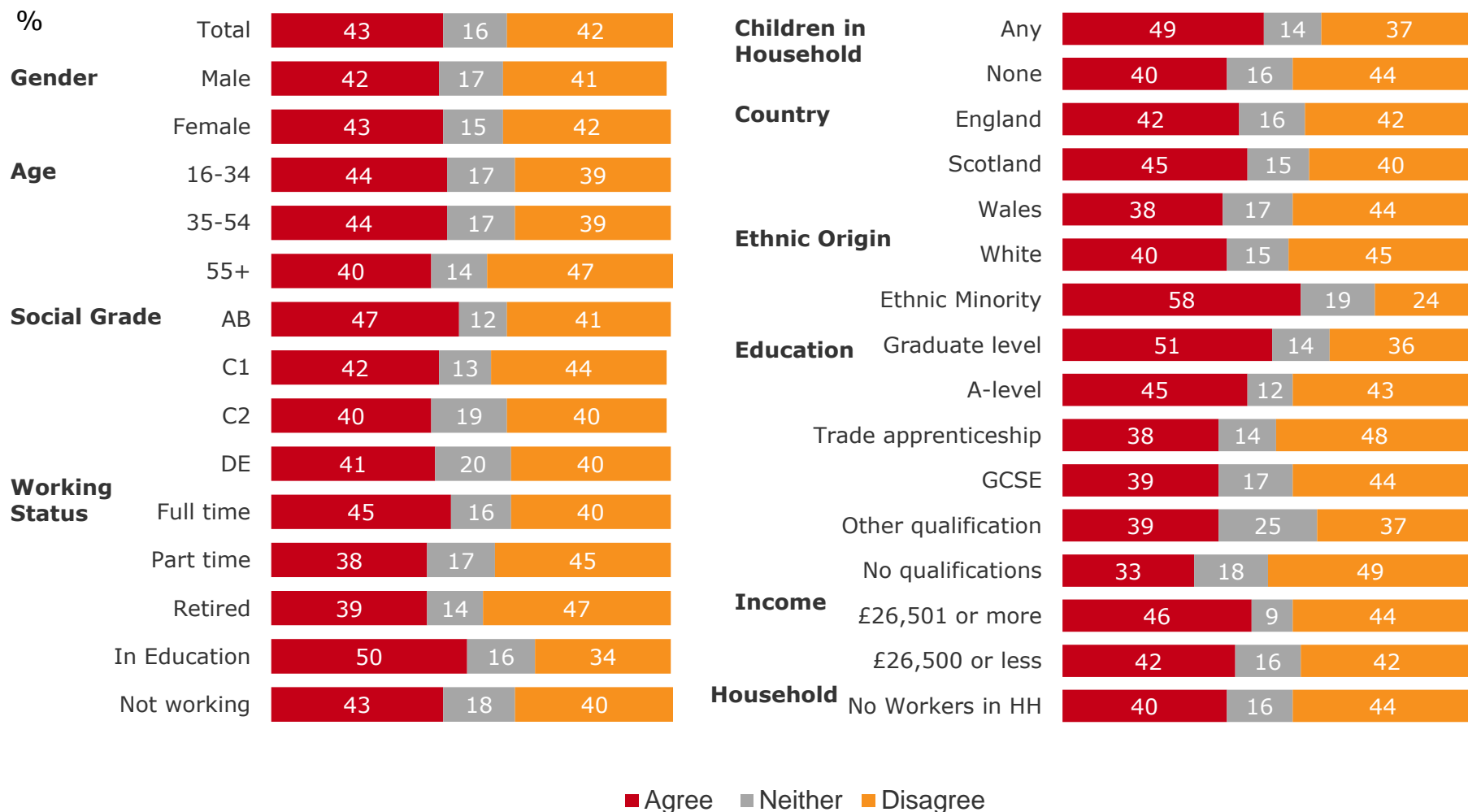


Base: All adults (2,272)

For education/qualification and social grade definitions see slides 18 and 19.

Table 5. Influence of parents' education on own life

Respondents were asked: *To what extent do you agree or disagree with the following statement? My parents' level of education when I was growing up has influenced where I have got to in life*

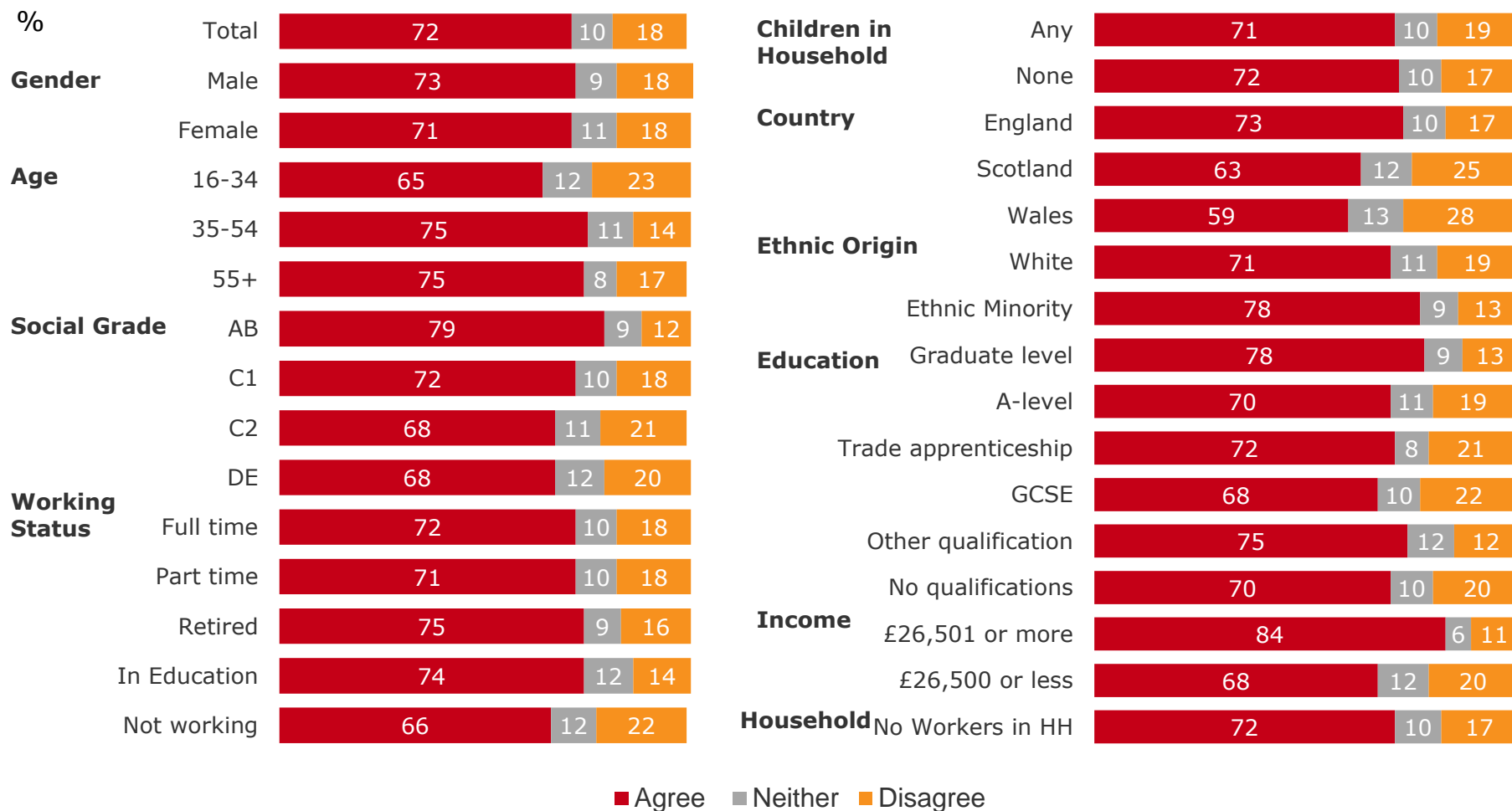


Base: All adults (2,272)

For education/qualification and social grade definitions see slides 18 and 19.

Table 6. Importance of education in securing a good job

Respondents were asked: *To what extent do you agree or disagree with the following statement? A good education is the key to getting a good job*

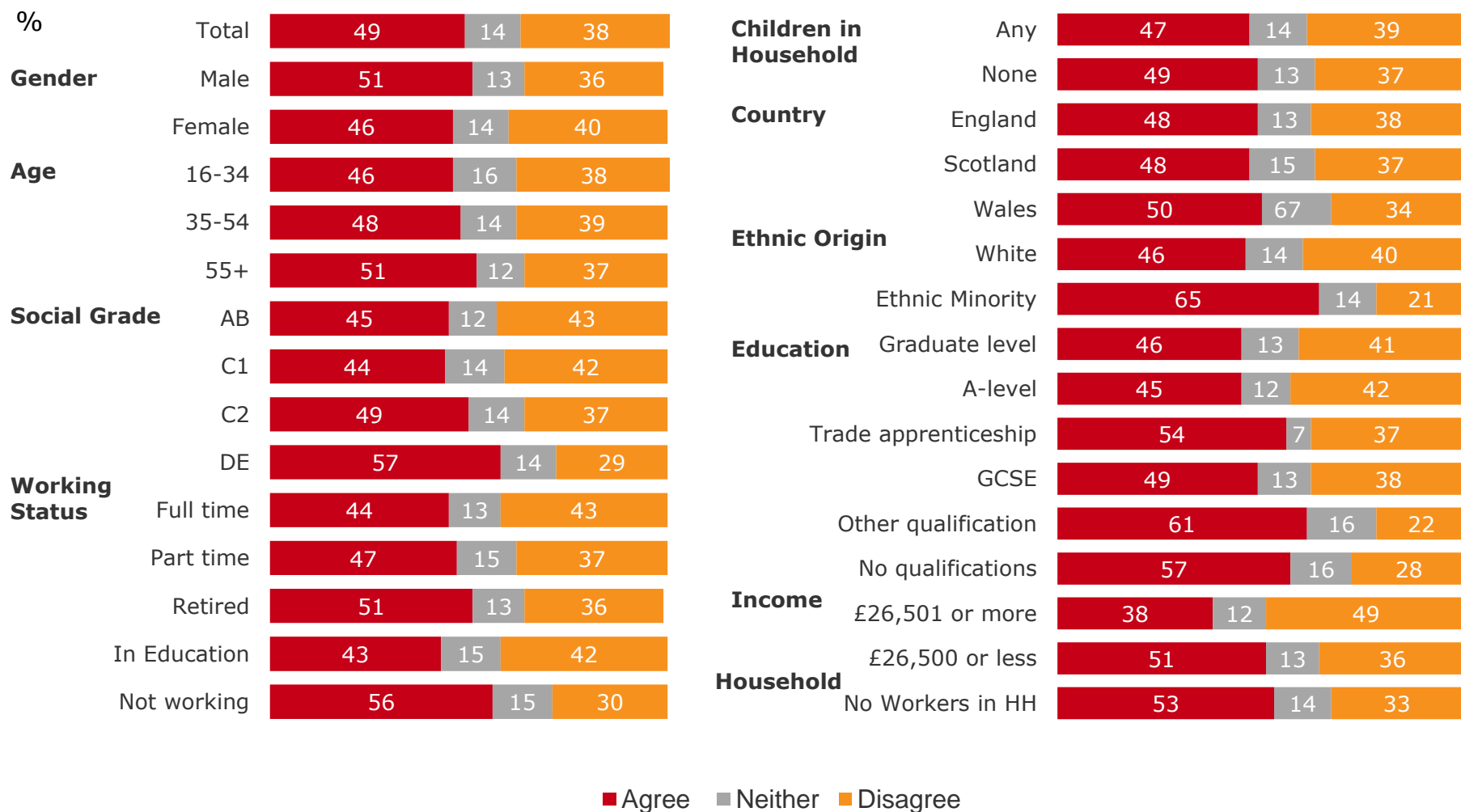


Base: All adults (2,272)

For education/qualification and social grade definitions see slides 18 and 19.

Table 7. Accessibility of a good education to children from lower income families

Respondents were asked: *To what extent do you agree or disagree with the following statement? A good education remains out of reach for most children from lower income families*

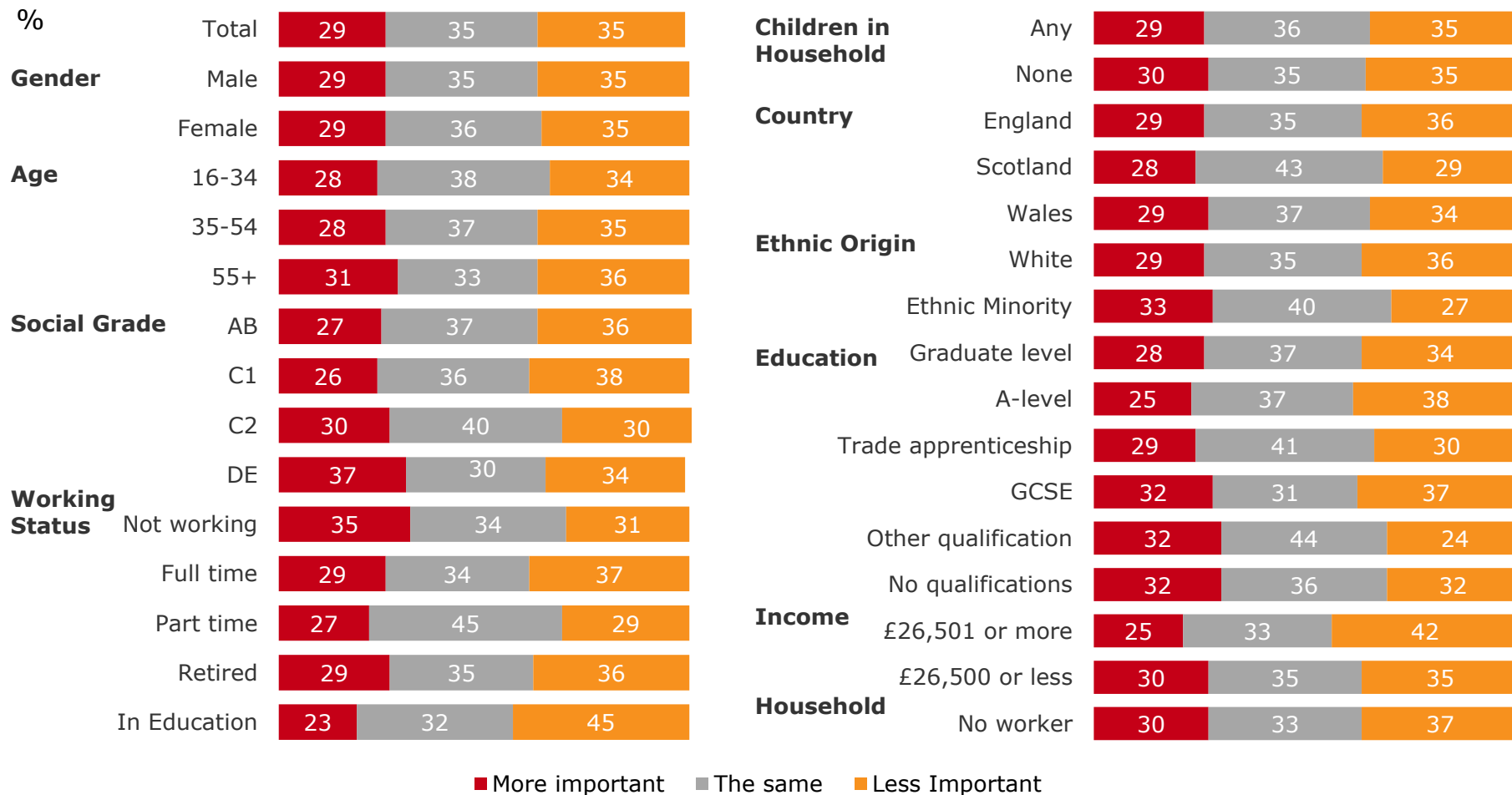


Base: All adults (2,272)

For education/qualification and social grade definitions see slides 18 and 19.

Table 8. Changes in social mobility over time

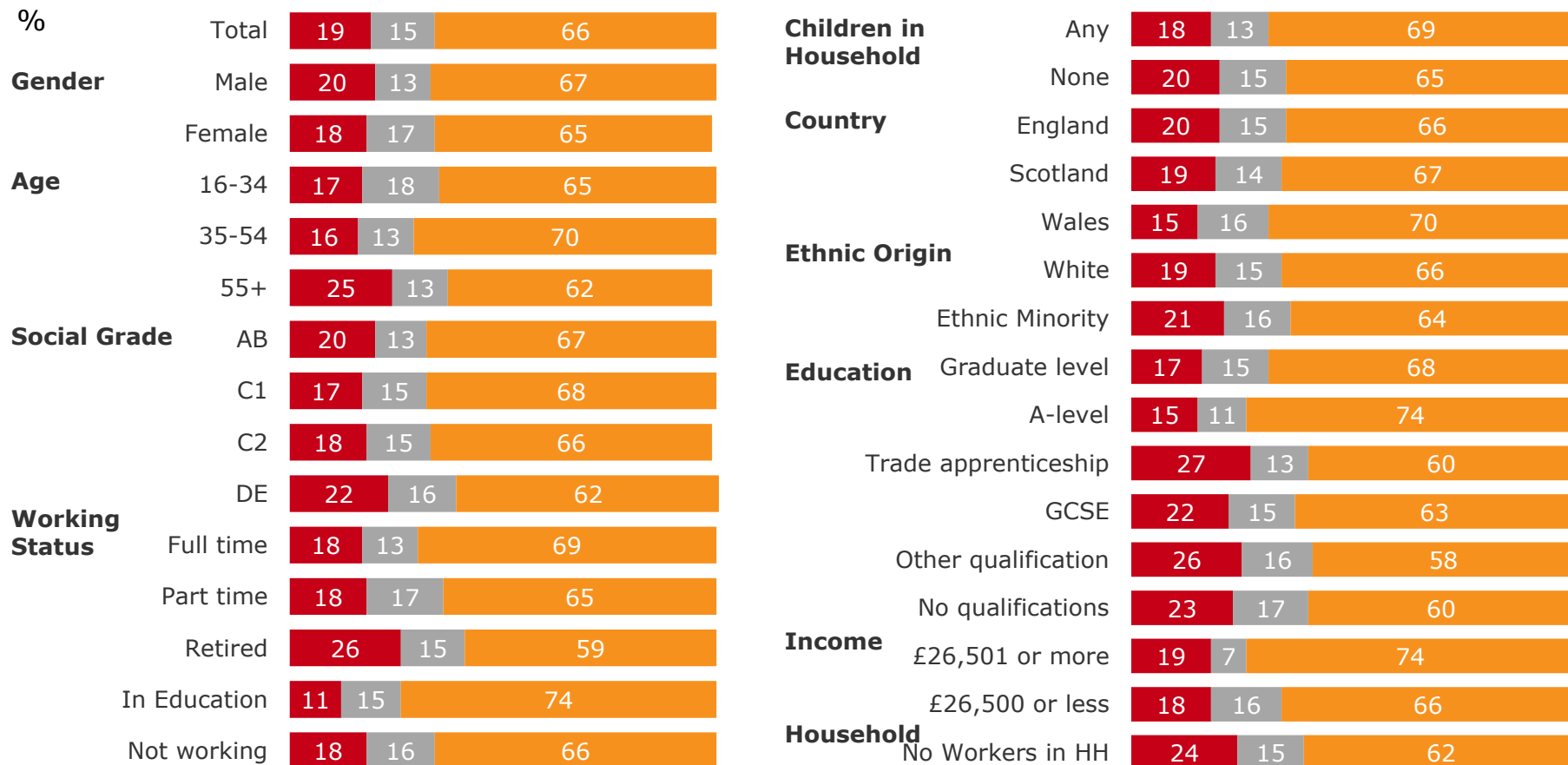
Respondents were asked: *Is family background more or less important in influencing where people end up in life than it was in the past?*



Base: Adults who agreed or strongly agreed 'family background significantly influences an individual's chances of doing well in life' (1,712)
For education/qualification and social grade definitions see slides 18 and 19.

Table 9. Attitudes to in-work poverty : the role of government

Respondents were asked: *“60% of children in poverty live in families where someone is working”. With this in mind, to what extent do you agree or disagree with the following statements? It is not the government’s role to tackle in-work poverty*



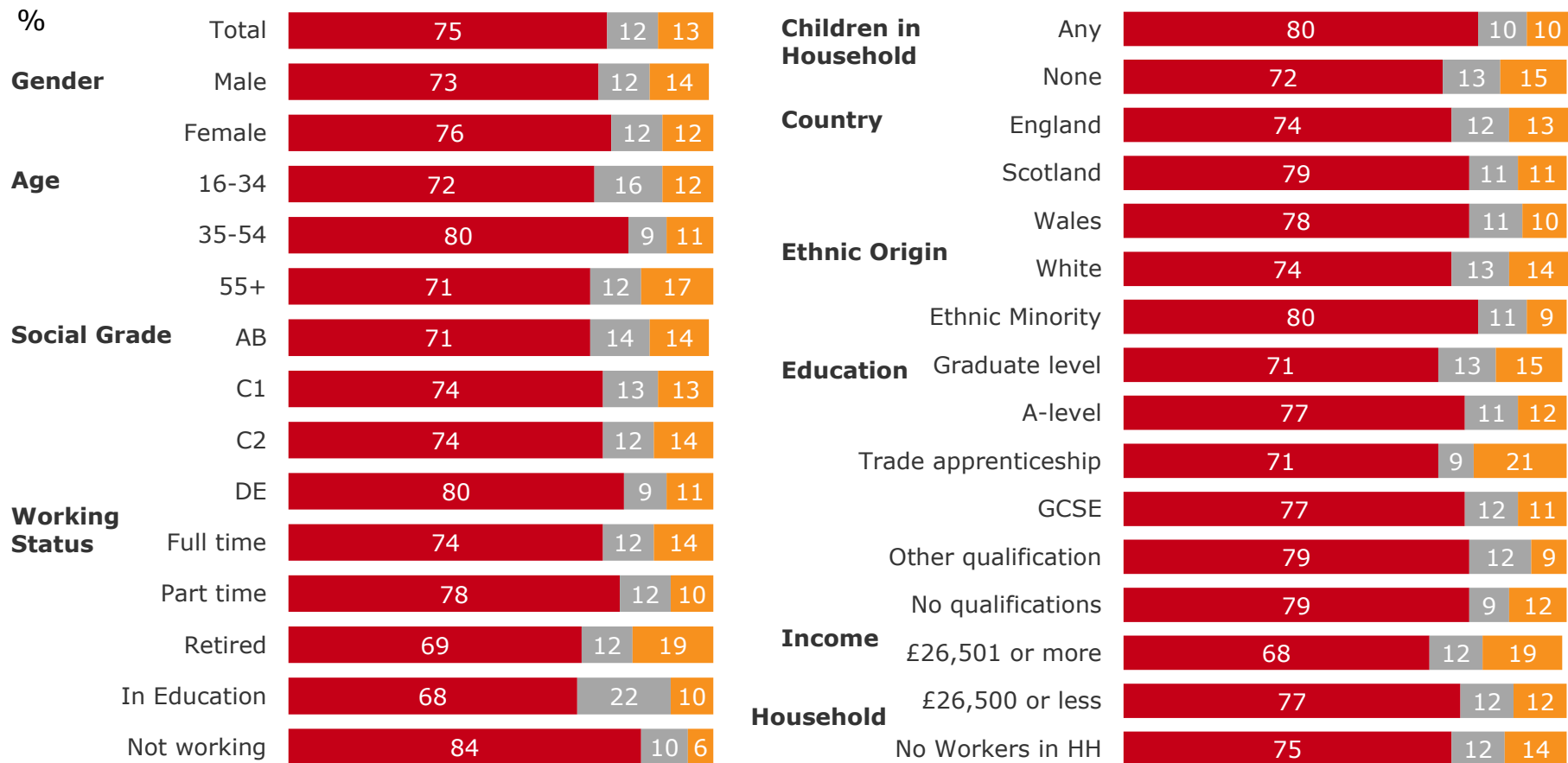
Base: All adults (2,272)

■ Agree ■ Neither ■ Disagree

For education/qualification and social grade definitions see slides 18 and 19.

Table 10. Attitudes to in-work poverty : the role of government (income top-ups)

Respondents were asked: *“60% of children in poverty live in families where someone is working”. With this in mind, to what extent do you agree or disagree with the following statements? The government should top-up the income of those who are in work and living in poverty*



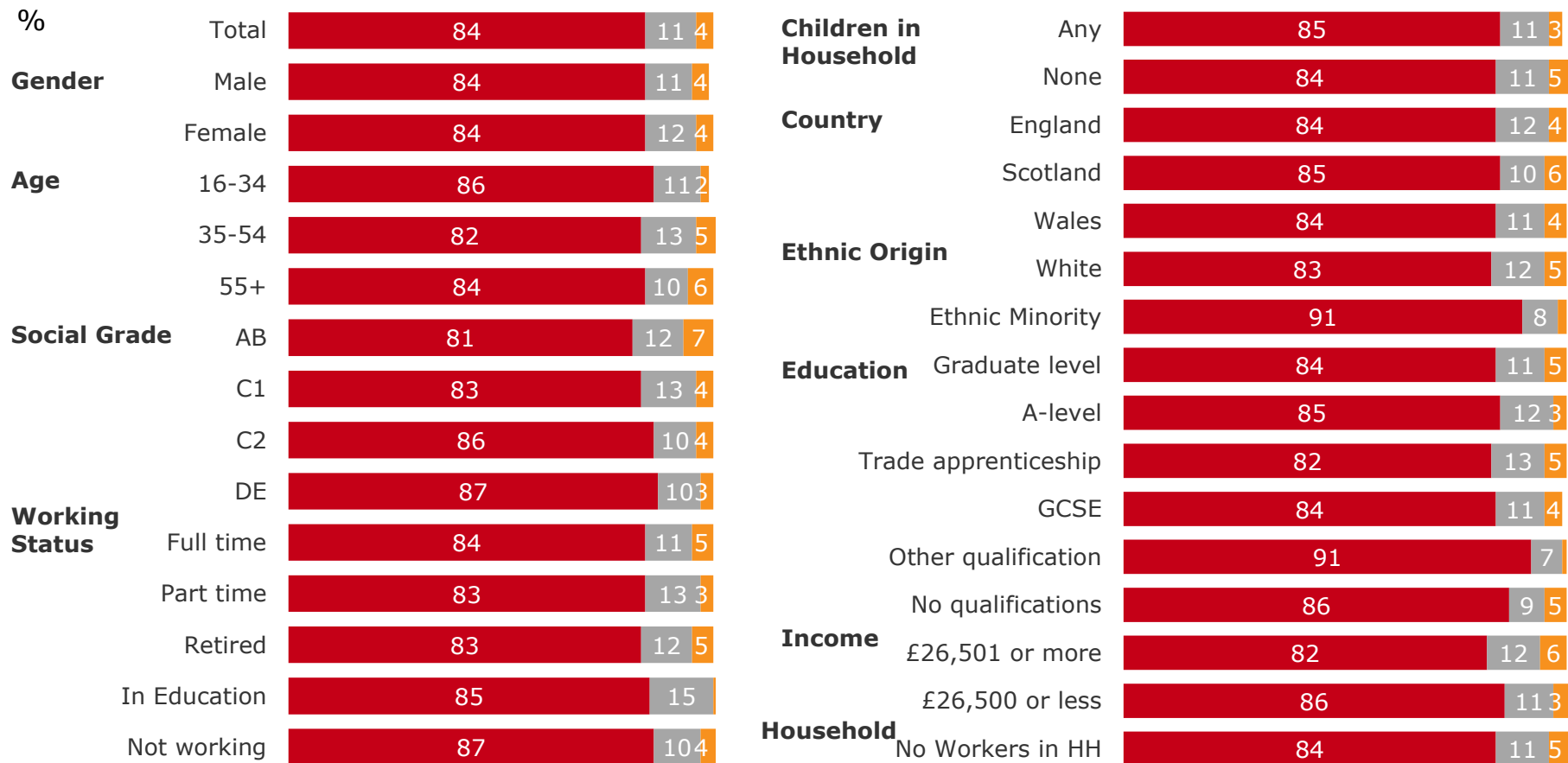
Base: All adults (2,272)

■ Agree ■ Neither ■ Disagree

For education/qualification and social grade definitions see slides 18 and 19.

Table 11. Attitudes to in-work poverty : the role of employers (work progression)

Respondents were asked: *“60% of children in poverty live in families where someone is working”. With this in mind, to what extent do you agree or disagree with the following statements? Employers should provide more opportunities for people to progress in work so they can earn more*



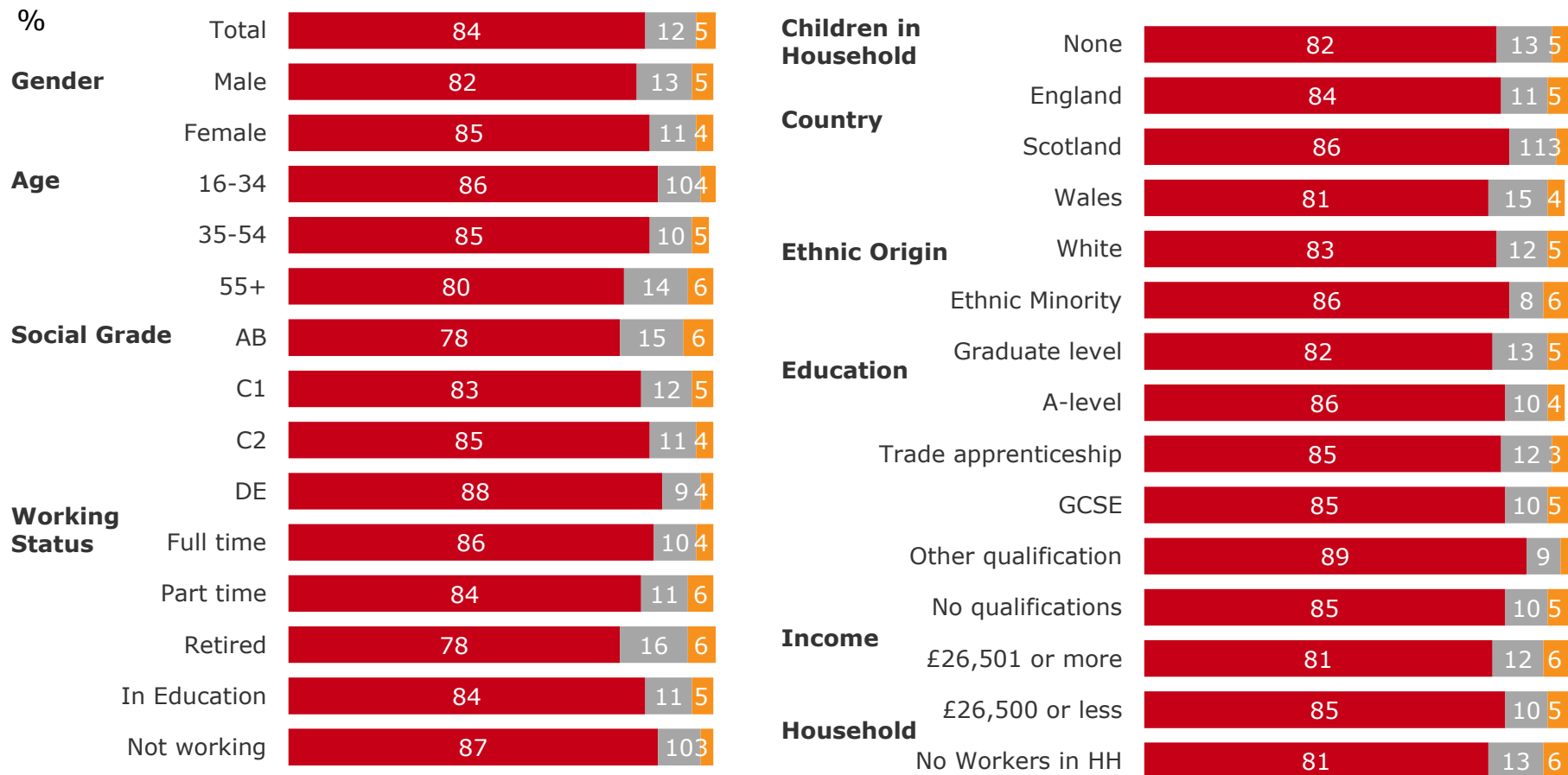
Base: All adults (2,272)

■ Agree ■ Neither ■ Disagree

For education/qualification and social grade definitions see slides 18 and 19.

Table 12. Attitudes to in-work poverty : the role of employers (living wage)

Respondents were asked: *“60% of children in poverty live in families where someone is working”. With this in mind, to what extent do you agree or disagree with the following statements? Employers should pay wages that better reflect the cost of living*



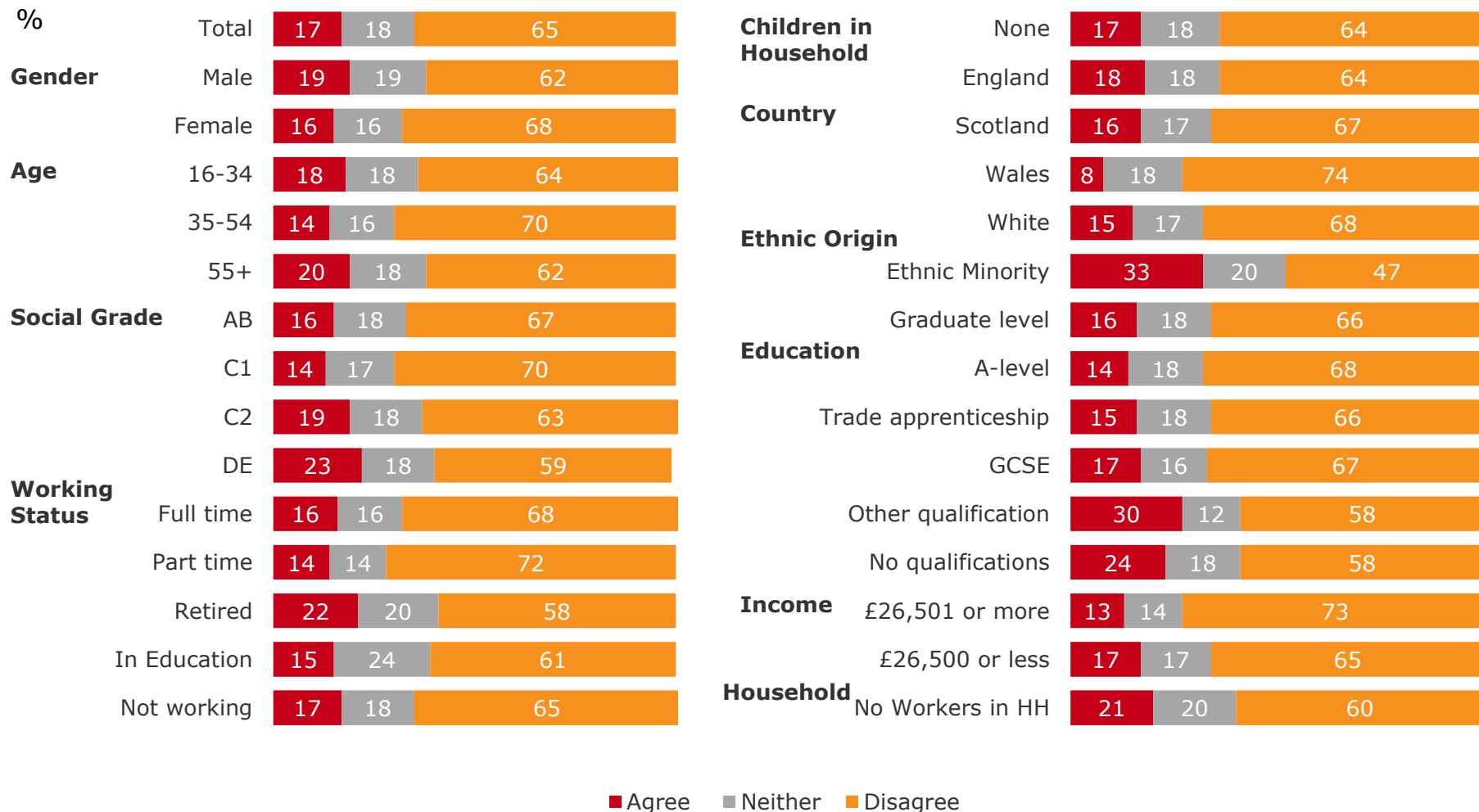
Base: All adults (2,272)

■ Agree ■ Neither ■ Disagree

For education/qualification and social grade definitions see slides 18 and 19.

Table 13. Attitudes to in-work poverty : the role the individual

Respondents were asked: *“60% of children in poverty live in families where someone is working”. With this in mind, to what extent do you agree or disagree with the following statements? People who are in work and living in poverty should have worked harder at school*



Base: All adults (2272)

For education/qualification and social grade definitions see slides 18 and 19.

Education/qualification definitions

Respondents were asked: *Please can I ask you what is the highest level of qualification you have received? Options (provided on a flash card) were:*

- **Graduate level qualifications and above:** including higher degrees, professional qualifications at HE standard (e.g. chartered accountant, surveyor, Nursing, Teaching), NVQ and SVQ Level 4 or 5, Higher Education Diplomas, HNC and HND and BTEC Higher, RSA Higher Diploma
- **A-levels and AS levels and equivalents:** including SCE Higher, Scottish Certificate 6th Year Studies, NVQ and SVQ and GSVQ level 3, GNVQ Advanced, ONC and OND and BTEC National, City and Guilds Advanced Craft, City and Guilds Final level or Part III, RSA Advanced Diploma
- **Trade apprenticeships**
- **GCSEs and equivalents:** including O level, SCE Standard, CSEs, NVQ and SVQ and GSVQ level 1 and 2, GNVQ and BTEC and SCOTVEC first, General diploma, City and Guilds Ordinary level, City and Guilds Ordinary level Part II, RSA State I-III or Diploma, SCOTVEC modules
- **Other qualifications** (including overseas)
- **No formal qualifications**

Social Grade definitions

- A** Approximately 3% of the total population
These are professional people, or are very senior in business or commerce or are top level civil servants
Retired people, previously grade A, and their widows
- B** Approximately 18% of the total population
Middle management executives in large organisations, with appropriate qualifications
Top management or owners of small business
Retired people, previously grade B, and their widows.
- C1** Approximately 28% of the total population
Junior management owners of small establishments: and all others in non-manual positions
Jobs in this group have very varied responsibilities and educational needs
Retired people previously grade C1 and their widows.
- C2** Approximately 22% of the total population
All skilled manual workers, and those manual workers with responsibility for other people
Retired people previously grade C2 with a pension from their job
Widows if receiving pensions from their late husbands' job
- D** Approximately 18% of the total population
All semi skilled and unskilled manual workers, and apprentices and trainees to skilled workers
Retired people previously grade D with a pension from their job
Widows if receiving pensions from their late husbands' job
- E** Approximately 11% of the total population
All those entirely dependant on the state long term, through sickness, unemployment, old age or other reasons.
Those unemployed less than 6 months classify on previous occupation
Casual workers and those without a regular income
Only households without a chief wage earner will be coded in this group